



A Position paper...
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New York (State), University.

INTERNATIONAL DIMENSIONS *of* EDUCATION

*A Statement of Policy
and Proposed Action
by the*

REGENTS OF THE
UNIVERSITY OF THE
STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT
Albany

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THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (*with years when terms expire*)

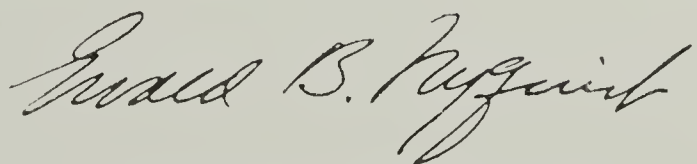
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President of the University and Commissioner of Education
EWALD B. NYQUIST

FOREWORD

The students who are now enrolled in our elementary and secondary schools can expect to live a great part of their lives in the twenty-first century. In that century the world will be, in all probability, even more interdependent than it is now, and the problems and prospects facing mankind will be more nearly universal. There is consequently, great urgency to our consideration and understanding of the world beyond our borders, and to our exploration of the relationship between the problems facing American society and those before other societies.

This paper explores some of the problems facing society, here and abroad, and suggests guidelines for educating students to meet those problems. The paper provides a summary of the pioneering efforts New York State has made in the field of international education and presents a set of proposals which the Regents commend to the Legislature and the Governor. Appropriately, the release of the paper comes at the beginning of the International Education Year, 1970, as designated by the United Nations.



Commissioner of Education

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INTRODUCTION

Students entering school today will spend more than half their lives in the next century. While predictions of what the world will be like in the twenty-first century must be inexact, two conditions seem certain: Improvements in communications and in travel, and growth in international trade will multiply the contacts between people and nations; and a range of economic, health, and political problems resulting from increasing population will remain unsolved and will create social unrest.

C. P. Snow, the respected scientist, novelist, and public servant, described the extent of the problems facing mankind in a speech in Fulton, Missouri, in January 1969.

The complicatedness of the 1968 society weighs upon many. That is one of many causes of our unease. Nuclear weapons, biological weapons, the power to wipe out so many human lives. That is novel and peculiar to our time, and it is another cause. Any of us can produce more such causes, none of them the total answer, all of them part of the truth. I am going to produce two now. . . .

The first is the sheer scale of the human enterprise. In many places and for many purposes, including some of the fundamental human purposes, there are already too many people in the world. Within a generation, there will be far too many. Within two or three generations unless we show more sense, goodwill and foresight than men have ever shown — there will be tragically too many. . .

[The second] is the contrast between the rich countries of the world and the poor. The fact that half our fellow human beings are living at or below subsistence level. The fact in the unlucky countries the population is growing faster than the food to keep it alive. The fact that we may be moving — perhaps in ten years — into large-scale famine. . .

The gap between the rich and poor countries is growing. Take the average daily income in a large slice of the poor countries. It is something like 35 cents a day. The average daily income in the U.S. is about \$8 a day — 200 times greater. In 10 years it is likely to be 300 times greater.*

In the same speech, Lord Snow points out that improvements in communications will make it all but impossible for the citizens of the twenty-first century to ignore the plight of their fellowmen.

What kind of education is needed for such a world as this one promises to be in the twenty-first century? The Commission on International Understanding in 1964 declared firmly for an education that transcends differences of country, race, and political allegiance.

*C. P. Snow, "The State of Siege," *War on Hunger*, January 1969.

If future generations of Americans are to acquire competence for living in the world of tomorrow, their education must transcend its customary limitation to the ways of life and patterns of thought that characterize Western civilization. . . .

A man must come to see himself in relation to his total environment in space and time, and so to locate himself on the map of human experience. This entails both the analysis of similarities and the perception of differences, both an understanding of the cultural tradition that has helped to shape him and a knowledge of competing traditions which provide a standard of comparison.
...*

It is necessary that the citizen of tomorrow be informed about the parts of the world beyond the borders of his own country because what happens in those countries is bound to affect him and his country. Further, societies and traditions other than our own are worthy of our attention in their own right because of the quality and richness of human experience which they represent. But, by all odds, the single most important educational reason for studying other societies is that it helps us to understand better our own.

Since 1961, the State Education Department has sponsored some 200 programs in international education for faculty and administrators from schools and colleges in New York State. These programs have involved over 8,000 persons, 3,500 of them in programs lasting for a semester, a summer term, or an academic year. The programs have dealt with all areas of the non-Western world and the topics ranged from art and humanities to the impact of science policy on a developing country's economy.

During this same period, there has been an increase in international education activity in the school programs of New York. The introduction of the new ninth grade social studies syllabus, which deals with Africa and Asia, particularly has increased the number of students, teachers, and classroom hours devoted to foreign area studies. There have been substantial increases also in the number of high school elective courses devoted to foreign area studies, and to the opportunities available for study of foreign languages.

In the colleges, a similar growth has taken place. *The Non-Western World in New York State Higher Education*, a report prepared by the State Education Department in 1961, indicates that 143 institutions offered 1,211 courses; these 143 institutions offered over 2,000 such courses in 1968. There has, further, been a large-scale increase

* Commission on International Understanding, *Non-Western Studies in Liberal Arts Colleges*, Associations of American Colleges, 1964.

in study abroad programs. The State University alone reports seventy such programs in 1968-69, with some 1,800 students participating in them.

INTERNATIONAL DIMENSIONS OF EDUCATION

“International education” in the broadest sense is any kind of educational experience, formal or informal, which enlarges understanding of mankind’s social and cultural diversity and of the interrelations among nations and peoples. International education takes various forms: the study of the rest of the world, exchange of teachers and students, and involvement in overseas development activities.

Of these three, the first is a primary responsibility of the Regents as the body constitutionally charged with strengthening education for the citizens of New York State. But we are interested also in educational exchange and overseas development.

It is not enough merely to introduce new courses with an international orientation. Some of the research done in regard to whether attitudinal change results from teaching students about foreign cultures indicates that in many, if not most, instances, students in foreign area studies courses have their prejudices about foreign cultures reinforced.* Special efforts will have to be made to develop educational programs that will compensate for the prejudices and stereotypes which children learn from adults and from movies, television, and comic strips. It is no longer enough to inform students accurately about cultures and societies different from their own; it is necessary also to provide the kinds of educational experiences that will lead them to act in response to the new information, to behave more constructively toward persons who are culturally different from themselves, those who are members of their own society as well as those from other societies.

A PLAN OF ACTION

The Regents believe that increased emphasis should be placed on the international dimensions of education. Underlying the support of such emphasis is recognition that human society is confronted by major and cataclysmic changes and that the educational process should help prepare men to meet these changes.

The Department’s international programs will continue to concentrate on the study of the societies and cultures of Asia, Africa, Eastern Europe, and Latin America. But new emphasis will be made

* See, for instance, Barry K. Beyer, editor, *Africa South of the Sahara*, Pittsburgh, 1968, pp. 1-35.

through comparative studies to show the relevance of these programs to an understanding of minority cultural groups in the United States. A special effort will be made also to encourage the application of latest social science research techniques to international studies, and to introduce the findings of this research rapidly to undergraduate and high school classrooms.

Future programs will be developed around the following issues:

Conflict resolution and international cooperation.

Recent research in psychology and sociology, in law and political science, and in philosophy bear on the place of conflict in human relations and on the means for channelling conflict to constructive ends. Attention needs to be paid in schools and colleges to the ways in which international organization operates for peace-keeping and how that organization can be strengthened.

Demography and the problem of population growth.

Except for the prevention of armed conflict, no problem facing mankind is so serious as over-population. The dimensions of the problem should be studied as well as means and prospects for its solution.

Intercultural relations.

The relations between ethnic and racial communities are, to varying degrees, problematic in all countries. There is surely much to be learned from seeing how these relations vary from society to society and discovering what mechanisms develop for controlling relations between different communities.

Comparative Urbanization.

The concentration of populations in huge metropolitan areas is a worldwide phenomenon. Of particular interest is the psychological stress among humans resulting from overcrowding. This, and other aspects of urbanization, can profitably be approached through comparative studies of urban growth in several societies.

Science and Society.

The effect of scientific discoveries and of technological advance on man and on his environment is only now beginning to be fully appreciated. A negative consequence of the uncontrolled implementation of scientific discoveries has resulted in such problems as environmental pollution. On the other hand, science will continue to make extraordinary contributions to the advance of the economy, health, and welfare of all societies. The development of science and technology policy is of pressing importance, both at local, state, and national levels of government, and internationally.

Humanities and Arts.

Humanistic and artistic achievements occur in all civilizations. Such achievements deserve attention in their own right, but studying

them can also increase understanding of the societies that produce them and can stimulate the development of new artistic developments.

Language.

Unlike their colleagues in most other countries, educational, business, and government leaders in the United States by and large speak only one language. Furthermore, the opportunities and incentives for learning a second or a third language, particularly African and Asian languages are limited. This is in sharp contrast to other countries, even those with highly developed literary and scientific literatures.*

Programs for College and University Faculty and Students. We propose a substantial increase in summer institutes, academic year seminars, grants to individual faculty members to develop new courses, and other similar programs to strengthen the backgrounds of college teachers on problems such as those outlined above. These seminars and institutes are, primarily, intended to extend the competence of faculty members and teachers to the international aspects of their disciplines.

Currently, about 250 New York State college and university faculty members participate each year in international education programs sponsored by the New York State Education Department. This number should be doubled, which would mean that these programs would reach faculty members who teach about 10,000 students each year.

The State Education Department has pioneered in developing a program of independent study of major languages such as Chinese and Japanese that are not usually offered in college. The program, "Self-Instruction in the Critical Languages," has been supported with funds from the Carnegie Foundation. Some 225 students from 20 institutions have enrolled in the program in which fifty-one languages have been taught. Recently, a grant has been provided by the U.S. Office of Education to extend the program to colleges outside New York State. We propose to continue and to expand this program.

Experimental programs in fields other than languages will also be undertaken. We plan also to develop new teaching materials and to provide consultative assistance for curriculum planning. Major emphasis in implementing programs will be given to promoting co-operation among institutions, particularly in making joint faculty appointments and in sharing library resources and instructional materials.

* In Kiev the capital of the Ukrainian Soviet Socialist Republic, for instance, 20 high schools offer all instruction, except Russian languages and literature, in English, French, or other foreign languages.

Programs for Elementary and Secondary School Teachers and Students. Inservice teacher training programs, such as summer institutes on problems of population growth, conflict resolution, or cultural backgrounds of American minority groups for teams of teachers and administrators from the same school districts will be substantially increased. Included in this effort will be inservice programs organized locally by individual school districts or groups of school districts, focused on the critical problems of the future.

Weekend and summer workshops for groups of students from inner-city, suburban, and rural areas will be organized to study the cultural backgrounds of minority groups in American society and those of other neglected cultures. The program of learning foreign languages by using them as vehicles of instruction, now being undertaken experimentally in a few school districts, will be extended through the development of summer language camps and similar opportunities for English-speaking students and Spanish-speaking students to learn each other's language through common study.

The Regents Grants to Master Teachers in International and Comparative Studies, which make it possible for an experienced teacher to work directly with a well-known scholar or other specialist, will be increased over a period of five years from the 20 grants offered at present to 100 grants. And the program of collaboration between individual scholars and teachers which brings leading scholars into high school classrooms to stimulate student interest in the study of critical international issues also will be expanded.

Our objective is — five years from now — to reach, each year, ten percent of the teachers involved in some phase of international education.

The International Dimensions of the State Education Department. International programs have, of course, been the concern of many bureaus and units throughout the Department for a number of years. Increased and specialized efforts are now needed to assure that the staff of the Department have opportunities to keep abreast of changes in the modern world and what these changes mean for the education of our students. Experience in different cultural and social environments, whether at home or abroad, is an important means of accomplishing this goal. We plan, therefore, a series of staff conferences and workshops with different cultural groups, both American and foreign. The Department will also explore opportunities for extending its involvement in overseas development activities in order to provide Department staff with additional opportunities to work in other cultural environments. This is in keeping with Governor Rockefeller's

official recommendation that the professional skills and experience of State employees should be available to technical assistance programs in Asia, Africa, and Latin America.

Research Activities. Research, based on the latest findings of psychologists and other behavioral scientists will be undertaken to determine the best ways in which behavior and attitudes can be affected in regard to understanding of international affairs and of cultural and social differences in contemporary society. The results of this research will help to determine what kinds of curricular changes and educational experiences will be most likely to achieve the behavioral objectives set forth above.

FOCUS ON LATIN AMERICA

Governor Nelson A. Rockefeller's report of his presidential mission to Latin America, *The Quality of Life in America*, points out the need for giving more attention to relations between the United States and the other American republics. "The United States has allowed the special relationship it has historically maintained with the other nations of the Western Hemisphere to deteriorate badly."* This is a special concern to the people of New York State because there is a large Spanish-speaking population resident here whose cultural background is Latin American, and because New York State is a major center for international trade, commerce, and the exchange of ideas, in all of which Latin America plays an important role.

Some of the most critical social tensions in our own society have parallels in Latin America, where there are significant ethnic and racial minority groups, and wide disparity in income between the rich and the poor. Latin America, furthermore, has a special importance to the United States since its peoples are close neighbors. An indication of the geographical proximity and the intellectual ties between North Americans and Latin Americans is the fact that hundreds of Latin American teachers, scholars, and government officials have visited the Department in recent years.

The Regents propose to respond to this situation through the following programs and activities:

Establishment of an Educational Resources Center in Latin America to serve students and teachers in New York State, modeled after the Department's highly successful Educational Resources Center in India, which prepares materials and organizes curriculum workshops for teachers and supervisors in order to strengthen study about India in our schools and colleges.**

* *Quality of Life in the Americas*, p. 5.

** *When the Latin American Center is well established, a third center will be started in Africa.*

Summer institutes for secondary school teachers offering courses on Latin America.

A special series of summer conferences for teams of school administrators and teachers to study cultural backgrounds of American minority groups including the Puerto Rican minority.

Locally-originated-academic-year-in-service projects for approximately 1,000 teachers, to improve teaching about the Latin American and African cultural backgrounds of minority groups in New York State. (The State Education Department for a number of years has provided financial support for teacher training activities planned and carried out by school districts for teachers in the district.)

A new foreign language "immersion" program which provides opportunities for English-speaking and Spanish-speaking students to learn each other's language through direct contact and daily usage.

Short-term regional workshops on the cultural contributions of minority groups in the United States for secondary school students from throughout the state.

Training seminars and individual study projects for college faculty members, to enable them to extend their expertise to Latin America.

Collaboration with centers of advanced study and research on Latin America in the City University, State University, and private universities in strengthening research resources; and assisting undergraduate colleges to do a better job of teaching about Latin America.

CONCLUSION

The Regents have requested an appropriation of approximately \$1 million in 1970-71 to carry out the plans set forth in this statement. This amount, while small in relation to appropriations by the Legislature for major education programs in New York State, will make possible the initiation of the special new thrust toward Latin America described above, as well as continuation and expansion of existing international programs and services of the State Education Department to schools, colleges, and universities in New York State. The educational objectives involved are critical ones: to prepare men to take their place in a world where isolation no longer exists. Governor Rockefeller's *Report on the Quality of Life in the Americas* concludes with the observation that men must learn to serve the interests of all, not the interests of a single community or a single nation.

. . . Man must be the concern not only of his own government, but of all governments and all people. If we are not our brother's keeper, we are at least our brother's brother. If we fail in our awareness or commitment to this essential concept, we will have failed ourselves in a most critical way.*

We urge that the Governor, the members of the Legislature and the people of New York join in support of our proposals to meet that commitment.

* *Quality of Life in the Americas*, p. 133.

APPENDIX

A Note on Organization and Past Programs of the Center for International Programs and Comparative Studies

Organization

The Center for International Programs and Comparative Studies began in 1961 with the appointment of a full-time Consultant in Foreign Area Studies to the Associate Commissioner for Higher and Professional Education. In 1964, the Office of Foreign Area Studies was established. This office was reorganized in 1966 as the Center for International Programs and Services. In February, 1969, the Center was renamed the Center for International Programs and Comparative Studies to emphasize the redefined scope of its work as set forth in the guidelines contained in this position paper.

At present, the Center for International Programs and Comparative Studies has a staff of approximately 40 persons, located in Albany, New York City, and New Delhi, India. The principal office of the Center is in the State Education Department in Albany. This office includes Comparative Education and Educational Exchange unit which seeks to strengthen knowledge about foreign educational systems within the Department, arranges programs for international visitors to the Department, and concerns itself with opportunities for educational exchange and overseas development activities. Other offices of the Center for International Programs and Comparative Studies are:

Foreign Area Materials Center (11 West 42nd Street, New York, New York 10036), which prepares and distributes materials on foreign area studies, primarily at the undergraduate level. The FAMC is sponsored by the National Council of Associations for International Studies.

The Educational Resources Center (D-53 Defence Colony, New Delhi-3, India), which prepares material and carries out curriculum and study programs about India for American schools, colleges, and universities.

In addition, the Center for International Programs and Comparative Studies is affiliated with the Educational Materials Project (1790 Broadway, New York, New York 10019), an activity of the Conference on Asian Affairs, Inc., in association with the Center. The Educational Materials Project undertakes specific projects to

develop study materials on foreign areas (currently Africa and India for secondary schools) and provides liaison with schools in the United States for the Educational Resources Center.

Programs

The Center for International Programs and Comparative Studies has been concerned since its founding with strengthening opportunities and resources for the study of other areas of the world in the schools, colleges, and universities of New York State, particularly in programs of teacher education. The Center has a special interest in the societies and cultures of Asia, Africa, Latin America, Russia and East Europe which have been traditionally neglected by American education.

From 1961 through the summer of 1968 the Department sponsored 192 programs in foreign area studies for elementary and secondary teachers, college faculty members, and school and college administrators. These programs have included seminars, conferences, institutes, and independent study projects and have been organized under the sponsorship of the Center by schools, colleges, universities, and other educational and cultural institutions in New York State and, in cooperation with other agencies and institutions, elsewhere in the United States and abroad. Some quantitative aspects of these programs are:

Of the total of 192 programs, 124 have been for elementary and secondary school personnel and 68 programs for faculty members and administrators in colleges and universities.

Approximately 3,500 individuals have participated in the seminars, institutes, and longer-term study and research programs (i.e., excluding short-term conferences) — 1,300 from colleges and universities (38 percent) and 2,200 from elementary and secondary schools (62 percent). Another 4,850 persons are estimated to have taken part in conferences and similar short programs.

Forty-one colleges and universities in New York State have organized seminars, institutes, and other international programs sponsored by the Department. Faculty members from over 125 institutions of higher education in the state have participated in these programs.

Cooperative programs have involved 43 institutions of higher education throughout the state. These include 11 public and 32 private colleges and universities.

Geographical coverage of all programs sponsored by the Center is distributed among major regions of the world traditionally neglected by American schools and colleges in the following manner: Asia, 82 (43 percent); Africa, 25 (14 percent); Latin America, 21

(11 percent); Middle East, 14 (7 percent); Soviet Union and East Europe, 16 (8 percent); and other, including more than one region, 34 (17 percent).

In addition to cooperative programs within New York State, the Center has been engaged in cooperation at the national and international levels. For example, it collaborated with the U.S. National Commission for UNESCO in sponsoring a conference on the role of state education agencies in international education in 1964 and worked with the Education Commission of the States and other state education departments in a survey of this same subject in 1968. The Center has played an active role in the development of the National Council of Associations for International Studies, a consortium of 12 regional associations of colleges throughout the United States which sponsors the work of the Center's New York City Office, the Foreign Area Materials Center, and carries on related activities. At the international level, the Center's office in India, the Educational Resources Center, collaborates with a number of Indian institutions and organizations; and the International Symposium on Science, Technology, and Society in South Asia, sponsored by the Center at the Rockefeller University in 1966, brought together representatives of agencies from India, Pakistan, several European countries and the United States.

Sources of Support

The Center for International Programs and Comparative Studies derives its support from state appropriations and from federal government and private foundation grants and contracts. In the fiscal year 1966-67, for example, 35 percent of its support came from state appropriations, 34 percent from federal government grants and contracts, and 31 percent from foundation grants. In the 1968-69 fiscal year, 53 percent of the Center's support was covered by state appropriations, 37 percent from federal government contracts and grants, and 10 percent from foundation sources. The current annual budget of the Center from various sources is approximately \$700,000. Since 1961, 29 grants and contracts totaling \$1,720,000 have been received from foundation and federal government sources.

Publications

A variety of publications and other materials, such as tapes and slides by and about the Center for International Programs and Comparative Studies has been issued since 1961. A total of 139 such items are currently available, over half of them bibliographies and other teaching aids.

Progress reports on the work of the Center, entitled *The Challenge of a Revolutionary World: Strengthening the International Dimensions of Education in New York State*, were issued in 1963, 1964, and 1965. A progress report on the work of the Center through 1968 is now in press.

In January 1969, the Center presented a report to the Board of Regents containing guidelines for future development of international programs by schools, colleges, and universities in New York State and entitled *Education for the Revolutionary World of the Future: Imperatives for Action in New York State*. A more detailed staff study, on which the guidelines presented in that publication were based, has also been issued. Copies of both the report to the Regents and the staff study are available on request to the Center for International Programs and Comparative Studies.